

## Comprehension Plus Level A Student Edition

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Edition - 2nd

Grade Level	P2 - 1st Grade
Readability Level	Spache 1.0 - 1.6
Course / Content	Reading
List Price:	10.63
Wholesale Price	8.5

***The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.***

Content	<ol style="list-style-type: none"><li>1. Combines in each lesson direct instruction on a specific comprehension skill with a review of comprehension, phonics, and writing skills previously taught.</li><li>2. Features the most commonly tested reading strategies and comprehension skills to help students improve performance both in the classroom and on standardized tests.</li><li>3. Presents a variety of high-interest, fiction and nonfiction passages (often written by celebrity authors) with closely connected activities that clearly illustrate and support each skill in context.</li><li>4. Builds confidence by pre-teaching the key lesson vocabulary and tapping into prior Knowledge.</li><li>5. Ensures understanding and mastery by integrating comprehension with phonics, vocabulary, word study skills, and writing.</li><li>6. Includes open-ended questions as well as a variety of other activities (graphic organizers, multiple choice, question and answer, written response, etc.) to solidify student's understanding of the focus skill.</li></ol>
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Student Experiences	<p>The specific skills instruction in Comprehension PLUS gives students a complete battery of reading tools they can use to comprehend text. Students are supported with instruction in skills such as cause and effect, classification, comparison and contrast, and sequence of events. To respond to the text, students using Comprehension PLUS are encouraged to identify and understand the author's purpose and viewpoint, to express their own opinions, to make judgments about ideas and text, and to distinguish between fact and opinion.</p>
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Students using Comprehension PLUS authors Flood and Lapp (1991) learn these behaviors:

- "       Previews text by looking at the title, the pictures, and the print in order to evoke relevant thoughts and memories;
- "       Builds background by activating appropriate prior knowledge through self-questioning about what is already known about the topic or selection, the vocabulary, and the form (structure) in which the topic or selection is presented;
- "       Sets purposes for reading by asking questions about what s/he wants to learn

- during the reading episode;
- " Checks understanding of the text by paraphrasing the author's words;
- " Monitors comprehension by using context clues to figure out unknown words and by imaging, imagining, drawing inferences, and predicting;
- " Integrates new concepts with existing knowledge, continually revising purposes for reading;
- " Summarizes what has been read by retelling the plot of a story or the main idea of a text;
- " Evaluates the ideas contained in the text; and
- " Makes applications of the ideas in the text to unique situations, extending the ideas to broader perspectives.

**Assessment** Assessment tests are provided in the Teacher's Guide for each level of Comprehension PLUS. Each test is designed to measure students' proficiency on four to six skills taught at each level. The tests may be used as pretests or posttests depending on students' needs and the teacher's instructional style.

In addition to the tests, Comprehension PLUS provides the following management tools:

- " Class Record-Keeping Chart
- " Progress Record Chart

On the Class Record-Keeping Chart, teachers can record the number of items each student has answered correctly for each skill tested. They then write that number in the cell for each student. Totaling the numbers in the cells can give an overall assessment of each student's level of mastery of the range of skills.

On the Progress Record Chart, teachers can record students' progress upon completion of the Comprehension/Study Skills, the Vocabulary/Word Study Skills, and the Writing Skills activities for each lesson. A system of symbols is suggested to designate the students' work as satisfactory, very good, or needs improvement. Page references for each strategy and skill are provided for convenience.

**Organization** Comprehension Plus includes 6 levels, A-F. Each level develops comprehension, vocabulary/word study, research and study, and writing skills. The Strategies and Skills taught at each level are outlined in the Skills Index found in the Teacher's Guides. The Index refers to pages on which teachers can find material for "Focus Skills" and for "Maintenance Skills."

Each focus skill is presented in the strategy section of the lesson in the Student's Edition. The "On your Own" section, which begins with a reading selection provides further opportunities to apply the focus skill to a new context. The Maintenance Skills included in each lesson are those skills that were presented as a Focus Skill in earlier lessons, as well as in earlier levels of the program.

The Teacher's Guide provides for each lesson the following components to guide teachers in teaching the skills in that lesson. These components include:

- " Focus Skill: the lesson's objective
- " Teaching Tips: the purpose for teaching this skill and ways of helping students understand it
- " Teaching directives: sequenced steps for teaching the skill and getting the students involved through interactive activities
- " More teaching tips: additional help for the teacher in assigning the practice opportunities offered in the lesson, including "Introducing Vocabulary," "Reading the Passages," and "Practicing Vocabulary"
- " Meeting Individual Needs: suggestions for teaching this particular focus skill to at-risk and ESL students
- " Help with Writing: suggestions for helping students make the reading-writing connection

and evaluating results, with cross-references to related lessons in Modern Curriculum Press's The Write Direction.

Resource Materials	Teacher's Guides Provide explicit instruction and modeling of key comprehension skills and connect each skill to an underlying strategic need. As identified in the research of effective teaching practice, instruction includes these stages: " students are
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Gratis Items to be provided and under what conditions	Comprehension Plus Level A Teacher/Es Guide 1 per 20 Student Editions purchased. Precision Planner CD-ROM at 1 per 20 Student Editions purchased.
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Available Ancillary Materials	None
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#### Research Data and Evidence of Effectiveness

*Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.*

Research Available	YES - provide information below Comprehension Plus, created by noted authors Dr. Diane Lapp and Dr. James Flood, is a six-level program designed to provide instruction in key comprehension skills and strategies. Using this program and its explicit instructional sequence, teachers can help their students acquire and utilize the comprehension strategies identified in the Report of the National Reading Panel (NRP), published in 2000. Levels A through F of Comprehension Plus feature teacher explanation and modeling, student predicting and summarizing, and addresses the NRP criteria of supporting effective context for students and effective practices for teachers in text comprehension instruction.
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#### Research on the Psychology of Learning

What can learning theory tell us about instructional theory?

L. S. Vygotsky, working in the 1920s, sought a comprehensive approach to describe and explain the relationship between learning and development. In this quest, he developed his theory regarding the zone of proximal development (Vygotsky, 1978). Vygotsky's studies identified a distinction between what a child can do alone, according to his or her actual developmental level, and what a child can potentially do with the guidance of either an adult or a more capable peer functioning as a "teacher." Educators can apply this theory, which supports research reported by the National Reading Panel, to their own instructional practice. In the classroom, teacher mediation can initiate the thinking processes of the reader through explication and modeling.

Vygotsky's early writings dealt with questions of educational practice. His work still speaks to us as modern educators seeking effective instructional methodologies. He understood that the development of complex mental processes in children do not occur in a vacuum but rather that they can be developed to maximize an individual child's potential. The effectiveness of intentional, explicit instruction is solidified by current researchers. Pressley and others have identified characteristics of effective instruction, including that it should be direct and explicit. Many students are capable of learning more this way than through indirect and implicit instruction (Dole, et. al., 1991). This notion of teacher mediation in the learning process, through direct instruction, has been applied in the instructional plan of all levels of Comprehension Plus.

The spiraled approach to instruction in Comprehension Plus ensures that learning is reviewed and maintained within and across levels. In each lesson of Comprehension Plus, students also review phonics (Levels A-C), word study strategies (Levels D-F) and study skills, and apply them to writing activities.

### Reading Comprehension Strategies

What are comprehension strategies? Comprehension strategies are simply effective reading techniques used by skilled readers. They are "specific, learned procedures that foster active, competent, self-regulated, and intentional reading" (Trabasso, Bouchard, 2000). Before the 1970s, explicit teaching of reading comprehension was not a part of formal reading instruction; rather, it was done through skills acquisition in content area reading (Durkin, 1979). It is now understood that students who are taught cognitive strategies are more capable of comprehending text than students who do not receive such instruction (Pressley, Johnson, Symons, McGoldrick, and Kurita, 1989; Rosenshine, Meister, Chapman, 1996). Pressley (2000) suggests that proficient comprehension is dependent on word level skills, background knowledge, and comprehension strategies. Good readers utilize strategies before, during, and after reading; i.e., they have a purpose for reading, they monitor understanding and make predictions as they read, and they are able to summarize after they read. Tracey and Morrow (2002) and Pearson and Duke (2002) concur that comprehension ability is directly linked to decoding, word recognition, and prior knowledge. Yet knowing that comprehension is a complex task, it is still possible to identify characteristic skills and strategies that can be taught, including in the primary grades.

What behaviors (student) and techniques (teacher) are important in Comprehension Plus? Comprehension Plus authors Flood and Lapp (1991) identify the following actions that are part of a competent reader's generalizable plan (strategy):

The student, using Comprehension Plus:

- o Previews text by looking at the title, the pictures, and the print in order to evoke relevant thoughts and memories
- o Builds background by activating appropriate prior knowledge through self-questioning about what is already known about the topic or selection, the vocabulary, and the form (structure) in which the topic or selection is presented
- o Sets purposes for reading by asking questions about what he or she wants to learn during the reading episode
- o Checks understanding of the text by paraphrasing the author's words
- o Monitors comprehension by using context clues to understand the meanings of unknown words and by imaging, imagining, differencing, and predicting
- o Integrates new concepts with existing knowledge, continually revising purposes for reading
- o Summarizes what has been read by telling the plot of a story or the main idea of a text
- o Evaluates the ideas contained in the text
- o Makes applications of the ideas in the text to unique situations, extending the ideas to broader perspectives

The teacher, using Comprehension Plus:

- o Focuses instruction
- o Provides explanations and models, often using graphic organizers
- o Guides initial practice
- o Follows up on independent practice and application
- o Meets a variety of classroom needs through ESL/ELL strategies and strategies for multiple intelligences
- o Prompts home-school connections to involve parents and family membership the learning process.

These student activities and teacher practices are woven into the instructional plan of Comprehension Plus.

What are characteristics of good readers?

The Center for the Improvement of Early Reading Achievement (CIERA), in its summary guide *Put Reading First* (2001), identifies two key characteristics of students who can understand (comprehend) what they read.

1. Good readers are purposeful—they have a purpose for reading.

2. Good readers are active-they think actively as they read, using prior knowledge, knowledge of vocabulary and language structure, and knowledge of reading strategies.

Durkin's studies also support the finding that reading comprehension is an active process in which meaning is influenced by the interchange of ideas between the reader and the text. Comprehension Plus develops purposeful, active readers.

How Comprehension Plus Develops Good Readers

Scientific Research-Based Principle Research Support for the Comprehension Plus Approach

Good readers are purposeful.

- o Presents a purpose for reading the teacher-lead selection (TG/Teach; SE/selection introduction)
- o Introduces a skill and underlying reason for its use(TG/Teach; SE/lesson introduction)
- o Students apply a reading purpose on their own in the second selection (SE/On Your Own)

Good readers are active.

- o Encourages students to interact with selection illustrations (TG/Teach)
- o Elicits answers to questions orally and in writing (TG/Checking Comprehension; SE/practice activities)
- o Encourages family involvement in application (TG/Home-School Connection)
- o Supports diverse needs with meaningful activities that engage all students (TG/ESL Strategy, Multiple Intelligences)

Effective Strategies for Comprehending Text

What reading comprehension strategies are effective?

"The basic goals of reading are to enable children to gain an understanding of the world and of themselves, to develop appreciations and interests, to find solutions to their personal and group problems, and to develop strategies by which they can become independent comprehenders. Locally, comprehension should be considered the heart of reading instruction, and the major goal of that instruction should be the provision of learning activities that will enable students to think about and react to what they read-in short, to read for meaning"

(Tierney, Readence, Dishner, 1990). Durkin (1993) agrees that comprehension is "the essence of reading."

The National Reading Panel examined 205 research studies in relation to teaching children to read. Comprehension of text was one of the Panel's focus topics. The Panel's report, issued in 2000, states, "The idea behind explicit instruction of text comprehension is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to comprehension when reading." Of the 16 categories of instruction presented in the research studies, the reviewers from the National Reading Panel found several that "appear to have a firm scientific basis for concluding that they improve comprehension in normal readers." These are summarized in Put Reading First (2001): comprehension monitoring, using graphic and semantic organizers, question answering, question generation, recognizing story structure, and summarization. For normal readers, Comprehension Plus can support instruction in these strategies.

Reading Strategies in Comprehension Plus

Scientific Research-Based Strategy\*

Research Support for the Comprehension Plus Approach

Monitoring Comprehension

- o Enables monitoring and self-correction (TG/Teach; SE/selections)
- o Encourages rereading for a purpose (TG/Teach; TG/Checking Comprehension;

#### TG/Practicing Comprehension Skills)

##### Using Graphic and Semantic Organizers

- o Provides graphic organizers (TG: Story Sequence Chart; Summarizing Chart; Prediction Chart; Main Idea and Details Chart; Cause and Effect Chart; Venn Diagram; Story Map (Story Elements); K-W-L Chart; Sequence of Events Chart)

- o Integrates use of graphic organizers into the instructional plan (TG/Teach)

##### Answering and Generating Questions

- o Provides a variety of text for discussion (SE/lesson)
- o Provides a variety of question prompts (TG/Teach; SE/lesson questions)
- o Questions establish reading purpose and help students think actively as they read (TG/Checking comprehension; SE/ lesson questions)

##### Recognizing Story Structure

- o Develops story structure as a Focus skill taught at all levels (TG; SE)
- o Provides a range of selections for fiction and informational text (SE/selections)
- o Encourages students to adjust reading rate and expectations depending on text type (TG/Teach)

##### Summarizing

- o Develops summarizing as a Focus skill taught at all levels (TG; SE)
- o Selection summaries lead to application in writing activities (TG; SE/Reading & Writing Connection)

##### Making Use of Prior Knowledge

- o Discussion of topic builds background (TG/Teach)
- o Utilizes graphic organizers in teacher-lead discussion to capture background knowledge (TG/Teach)
- o Helps students relate what was learned to what they already know (SE/lesson questions)

##### Predicting

- o Develops predicting as a Focus skill taught at all levels (TG; SE)
- o Students make predictions prior to reading all selections. (TG/Reading the Passage)

##### Using Mental Imagery

- o Develops visualizing as a Focus skill taught at levels A, B, C, and F (TG; SE)
- \*Strategies identified by the Center for the Improvement of Early Reading Achievement and the National Reading Panel and reported in the document Put Reading First (2001).

The specific skills instruction included in Comprehension Plus gives students a complete battery of reading tools they can use to comprehend text. Students are supported with instruction in skills such as cause and effect, classification, comparison and contrast, and sequence of events. To respond to text, students using Comprehension Plus are encouraged to identify and understand the author's purpose and viewpoint, to express their own opinions, to make judgments about ideas and text, and to distinguish between fact and opinion.

In the Comprehension Plus program, Teaching Tips connect every skill to an underlying strategic purpose. For example:

When students identify the main idea of a passage, they remember what they read and determine the importance of what they read.

When students summarize, they organize information and evaluate its importance.

When students draw conclusions, they synthesize and evaluate information and bring their own life experiences to what they read.

When students predict outcomes, they recognize an orderly, logical progression of the text; they become actively involved in the text when they make and verify predictions as they read.

In addition, Comprehension Plus gives students prompts on ways to form their own questions (for example, to use the title of a selection to form questions). The program

encourages students to try alternate techniques and decide which they prefer (for example, to highlight, underline, or make margin notes in order to identify a main idea). Rereading, a comprehension monitoring technique, is also utilized in Comprehension Plus. Students are encouraged to reread for a purpose, such as to check word meaning, to clarify their understanding of the main idea, or to form an opinion or make a judgment.

#### Instruction of Comprehension Strategies

How should reading comprehension strategies be taught? In their study of current instructional practices in the teaching of reading, Bauman, Hoffman, Duffy-Hester, and Moon Ro (2000) found that both teachers and administrators identified reading teaching practice as eclectic or "balanced." The most frequently selected goals were "to develop readers who are skillful and strategic in word identification, fluency, and reading comprehension." Many teachers of young students recognize that some skills need to be taught directly. Yet in the recent past, the practice in "whole language" classrooms of immersing students in literature experiences may have been substituted for direct instruction of techniques that would have helped these same students engage with print in order to comprehend what they read. As Pressley (2000) states, "the 'read, read, read' approach does not lead to as active meaning construction during reading as occurs when students are taught explicitly to use and articulate comprehension strategies when they read." Duffy and Roehler (1986), in examining classroom reading programs, identified strategy lessons taking place in all effective classrooms. Slaughter (1988) reports "Reading strategy instruction builds upon the prior knowledge and language strengths of the learner, and helps students integrate and become more flexible in their use of efficient and effective reading strategies."

There is now consistent support in the research for direct or explicit instruction, modeling, and discussion to teach comprehension strategies. In their evaluation of Students Achieving Independent Learning (SAIL), an approach to comprehension instruction, Brown, Pressley, Van Meter, and Schuder (1996) found that explicit instruction did improve students' comprehension. As is also true with the Duffy approach, Comprehension Plus utilizes direct explanations and teacher modeling, followed by guided practice of strategies. Tierney, Readence, and Dishner (1990) reviewed research studies and extracted common features of explicit instruction, which include these stages:

1. Students are made aware of the purpose of a skill or strategy.
2. Students are made aware of how to use the skill or strategy through teacher modeling and discussion.
3. Students are assisted in the use of the skill or strategy through guided practice.
4. Students are gradually given more responsibility to try out the strategy on their own
5. Students are encouraged to apply their skills and strategies independently, including in new tasks and in out-of school tasks.

As reported by the National Reading Panel (2000), a key to successful student comprehension will be the instruction provided by teachers. Thus when a lesson such as that provided in Comprehension Plus highlights explanation and modeling, rather than the "mentioning" and "assigning" activities observed by Durkin (1981), teachers have a head start toward implementing a successful comprehension instructional program.

#### Effective Comprehension Instruction in Comprehension Plus Scientific Research-Based Teaching Technique\*

##### Research Support for the Comprehension Plus Approach

Direct explanation o Gives explanation for introducing new comprehension skills (TG/Teach)

o Provides examples and non-examples (TG/Teach)

o Targets the key skill for each selection (TG/Lesson Objective)

o Ties the skill to the underlying strategy and explains why students should learn the skill



(TG/Teaching Tips)

Modeling

- o Models by asking questions, demonstrating or explaining the use of skills (TG/Teach)
- o Models use of new vocabulary (TG/Introducing Vocabulary)

Guided Practice

- o Motivates reading of the first selection; the teacher reads with students (TG/ Teach; SE/first selection)
- o Provides guidance, models, and explanations during reading of the first selection (TG/Reading Passage 1; SE/ Introduction to first selection)
- o Teacher and students discuss understanding of the first passage and the use of the comprehension skill (TG/Checking Comprehension; TG/Practicing Comprehension Skills)

Application

- o Prompts reading of the second selection; students read independently (SE/On Your Own)
- o Provides review and practice of new vocabulary in isolation and in context (TG/Practicing Vocabulary; SE/ Practicing Vocabulary)
- o Refines understanding through application in writing (TG/Making the Reading and Writing Connection; SE/Making the Reading and Writing Connection)
- o Assesses understanding via a test situation (TG/ Tests 1-6)

\*Techniques identified by the National Reading Panel and reported in the document Put Reading First.

When should reading comprehension strategies be taught?

Numerous research studies point to the complex nature of comprehension. Pearson and Duke (2002) suggest that comprehension instruction must begin in the primary grades and that comprehension and decoding "can exist side by side as instructional goals and valued student outcomes in an exemplary and comprehensive literacy program for primary grade children." Pamela Beard El-Dinary (2002) agrees that skilled reading develops through the long-term teaching of the use of reading strategies. Tracey and Morrow (2002) also note that "the roots of the process lie in a child's emergent literacy phase of development." Thus a multi-leveled program, such as Comprehension Plus, initiates the development cycle with beginning readers and continues to foster students' developing comprehension-from first grade through third grade and beyond.

About the Authors Dr. Diane Lapp

A professor of reading and language in the Department of Teacher Education at San Diego State University, Dr. Lapp has taught in elementary and middle schools. Her co directs and teaches field-based pre-service and graduate courses and recently spent a sabbatical team-teaching in a public school first-grade classroom. Dr. Lapp has coauthored and edited many articles, columns, texts, handbooks, and children's materials on reading and language arts issues. Dr. Lapp, coeditor of The California Reader, was named The Teacher Educator of the Year in 1996 by the International Reading Association. . Dr. Lapp serves on professional committees including those of the International Reading Association and the National Reading Conference. In addition, Dr. Lapp has been awarded numerous research grants, including grants from California State University, San Diego State University, and the National Reading Research Center.

Dr. James Flood

A professor of reading and language development at San Diego State University and a member of the International Reading Association Board of Directors, Dr. Flood has taught in preschools and in elementary and secondary schools and has been a language arts supervisor and vice principal. He was a Fulbright scholar at the University of Lisbon in



Portugal and the president of the National Reading Conference. Currently Dr. Flood teaches pre-service and graduate courses at SDSU. He has coauthored and edited many articles, columns, textbooks, handbooks, and children's materials on reading and language arts issues. Dr. Flood is a coeditor of *The California Reader*. Dr. Flood serves as Co chair of the Visual Literacy Committee of the International Reading Association. In addition, Dr. Flood has been awarded numerous research grants, including grants from Boston University, San Diego State University, California State University, and the National Reading Research Center.

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#### Overall Strength and/or Weaknesses

**Disclaimer:** Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations: [Comprehension Plus is recommended as a supplemental program.](#)

### Summary Form

I.	Technology Component Summary <a href="#">There is not a technology component with this material.</a>	0.000.00
II.	Reading Content Summary <a href="#">Students are taught a specific strategy in comprehension such as following directions, main idea, details, summarizing, cause and effect, etc. along with appropriate questions. The materials address comprehension skills using a variety of genres.</a>	1.4399999999999999
III.	Writing Content Summary <a href="#">Making the Reading and Writing Connections is located at the end of each lesson. This gives the students opportunities to reinforce and practice writing skills.</a>	1.20
IV.	Grammar and Spelling Content Summary	1.00
V.	Listening /Speaking / Observing Content Summary	
VI.	Inquiry Content Summary	
VII.	Technology Content Summary <a href="#">There is not a technology component with this material.</a>	
VIII.	Audience: Teacher Materials Content Summary <a href="#">Comprehension Plus program is comprised of critical comprehension skills students need to comprehend/understand a variety of written text. Snapshots of student pages are not embedded into the teacher's edition at the point of need.</a>	1.50
IX.	Audience: Student Materials Content Summary <a href="#">Student tips regarding comprehension strategies are provided. These tips assist students to become proficient readers.</a>	1.00
X.	Format Content Summary <a href="#">Diversity is clearly evident throughout the student and teacher materials. Some are photographs and some are illustrations. The teacher's edition is softcover and may deteriorate over continued use.</a>	1.71
XI.	Ancillary Materials Content Summary <a href="#">Suggestions are included in the teacher's guide to address learning styles, intelligences, home/school connections, and interest/ability levels.</a>	1.00

### READING CONTENT

The materials address comprehension skills using a variety of genres and integration across the curriculum. The materials teach aspects or strands of comprehension and requires the student to read age/grade appropriate short stories, articles, paragraphs, or sentences. Students are taught a specific strategy in comprehension such as following directions, main idea, details, summarizing, cause and effect, etc. along with appropriate questions. The text helps students build background knowledge in a spiral effect. Students acquire skills in an age appropriate scope and sequence. Compare and contrasting activities are included and students are to chart things that are alike and different (i.e. fruits, items,) which familiarizes them with recording graph information. Vocabulary is reinforced throughout the series. Comprehension Plus is a multi-level comprehension program which entails explicit instruction and practice in necessary comprehension skills and strategies students need to obtain meaning from written text.

This comprehension program allows the teacher to apply the strategies as needed.  
The assessment materials may be used as pre or post tests.  
These materials were reviewed as a grade 1-3 set.

## **WRITING CONTENT**

Making the Reading and Writing Connections is located at the end of each lesson. This gives the students opportunities to reinforce and practice the writing skills.

After the children read the selection there are writing activities that are called Reading and Writing Connections that correlate. A beginning, middle, and end model is provided for the students to use as a guide. A model of a friendly letter is provided.

Comprehension Plus teaches the strategies that they emulate in their writing.

As Comprehension skills become more proficient, student's writing will reflect the strategies they have learned.

Text provides opportunities for students to respond to comprehension questions.

## **GRAMMAR AND SPELLING**

Student materials contain a glossary at the back.

These materials were reviewed as a 1-3 set.

## **LISTENING / SPEAKING / OBSERVING**

These materials were reviewed as a 1-3 set.

## **INQUIRY**

These materials were reviewed as a 1-3 set.

## **TECHNOLOGY CONTENT**

There was not a technology component available with the materials.

## **AUDIENCE: TEACHER MATERIALS**

Comprehension Plus program is comprised of critical comprehension skills students need to comprehend/understand a variety of written text.

Students are given and taught test strategies for comprehension (i.e. predicting, comprehension, cause and effect, compare and contrast, similes, metaphors, using dictionaries, etc.).

Rereading of the selection, explanation of what is read, and possible use of visual aids will aid in the reteaching and enrichment strand.

Selections include integrated subject areas such as science and social studies.

Comprehension Plus includes the multiple intelligences, home-school connection, and ESL strategies.

This program is comprehension based with strategies on teaching necessary comprehension skills in order for students to become proficient readers.

Lessons are concluded with Making Reading and Writing Connections.

Snapshots of student pages are not Embedded into the teacher's edition at the point of need.

## **AUDIENCE: STUDENT MATERIALS**

Student tips regarding comprehension strategies are provided. These tips assist students to become proficient readers.

Student selections travel across the curriculum covering science and social studies content.

Making the Reading and Writing Connection intertwines the comprehension skills taught into a writing assignment.

These materials were reviewed as a 1-3 skill.

## **FORMAT**

A Scope and Sequence is included with the focus skills, star symbol, and a maintenance symbol that is colored black. A detailed skills index is provided in the teacher's guide at each level.

Practicing vocabulary is included in an array of activities.

The materials include models and graphic organizers.

Diversity is clearly evident throughout the student and teacher materials. Some are photographs and some are illustrations.

The student edition is a consummable soft cover. The teacher's edition is softcover and may deteriorate over continued use.

A glossary is included at the back of the teacher's and student's edition. An answer key is included within the teacher's guide.

These materials were reviewed as a 1-3 set.

### **ANCILLARY MATERIALS**

Suggestions are included in the teacher's guide to address learning styles, intelligences, home/school connections, and interest/ability levels.

ESL strategies and home/school connections and meeting individual needs are included throughout the teacher's guide.

Graphic organizers are included in the teacher's guide.

These materials were reviewed as a grade 1-3 set.